

NH Department of Education (DOE)  
101 Pleasant Street  
Concord, NH 03301  
Bureau of Instructional Support



## 21st Century Community Learning Centers (CCLC) Grant Application 2019-2020

The New Hampshire Department of Education is pleased to announce the 21st Century Community Learning Center (21st CCLC) 2019-2020 Request for Applications (RFA). The Application Guidance contains important information for eligible entities applying for a grant under this program. Please note all federal funds are contingent upon Congressional approval of the budget on an annual basis.

**Published: January 28, 2019**  
**Application Due Date: March 7, 2019**

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*The State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.*

## **I. Background**

The 21st Century Community Learning Center (CCLC) is a federal program funded under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), signed by President Obama on December 10, 2015. The law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. The ESSA includes provisions helping to ensure success for students and schools including advancing equity by upholding critical protections for America's disadvantaged and high-need students. The ESSA also requires for the first time, all students in America be taught to high academic standards preparing them to succeed in college and careers.

ESSA made changes to the No Child Left Behind Act of 2001. These changes ensure there is an expectation there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

The 21st CCLC program supports the creation of community learning centers providing academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing schools.

## **II. Purpose of Program**

Under ESSA, the 21st CCLC supports the creation of community learning centers offering a safe learning environment to students during non-school hours (before and after school, summer breaks and other periods when school is not in session) to reinforce and compliment the regular academic program of participating students. The purpose of the 21st CCLC program is to award grants to public school districts, community-based organizations, faith-based organizations, public-private organizations or a consortium of these, to provide opportunities for communities to establish or expand activities in community learning centers that,

- a. Provide opportunities for academic enrichment activities to students, particularly students who attend high poverty and low-performing (K-12) schools to meet the state and local academic subjects, targeted to student academic needs and are aligned with the school day instruction. These services support the academic needs to include but are not limited to, STEM: activities contributing to the development of science, technology, engineering, or mathematics skills; Literacy: activities contributing to the development and enjoyment of reading and writing skills; Tutoring: activities providing direct support for the core academic subjects; Homework Help: activities that provides direct support in the completion of homework assigned during the school day; and English Language Learner Support: activities that provides direct support to students classified as English language learners. The centers can be located in elementary, middle or high schools or similarly accessible facilities.
- b. Offer students a broad array of additional services, programs, and activities, such as youth development activities, community/service learning, nutrition and health education, mentoring, drug and violence prevention programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, entrepreneurship, counseling, youth leadership, college and career readiness. Enrichment activities should be designed to broaden students' experiences by including the arts & music, recreation, health, and cultural opportunities to reinforce and complement the regular academic program of participating students. In addition, high

school students should have ties to an in-demand industry sector or occupation including opportunities for internships or apprentice programs.

- c. Offer families of participating students the opportunity to actively engage in their children's education. As well as, provide related opportunities for literacy development and other educational related services for the families.

### **III. Eligible Applicants**

Applicants for 21st CCLC funds must be a collaboration between a local educational agency (LEA) and **one or more** community-based organizations (CBOs), faith-based organizations (FBOs), or other public or private entities and must primarily serve students (K-12th grade) who attend schools with a high concentration of economically disadvantaged students.

Any public or private organization is eligible to apply for a 21st CCLC grant and **must** partner with an eligible school(s). Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, and institutions of higher education.

Eligible schools are identified as recipients of 30 percent of the student population identified by the free/reduced lunch program as of October 2017. Middle and high schools are eligible if the majority (51% or more) of the feeder elementary schools are eligible.

**Current Grantees Reapplying** - Grantees are eligible to apply for funding if their existing grant award expires on June 30, 2019. Current grantees are expected to demonstrate a high level of performance and sustainability in order to receive additional funding under this competition.

The New Hampshire Department of Education encourages applicants to consult extensively within their communities to ensure parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations and other youth development agencies can work in meaningful collaboration to support the 21st Century Community Learning Centers.

Any public or private organization is eligible to apply for a NEW 21st CCLC grant if: (a) The applicant is applying for a program (site) that has never received 21st CCLC funds; or (b) The applicant is applying for a program (site) that has not received 21st CCLC funds within the past two years.

### **Section 504 and the Americans with Disabilities Act**

<https://www.education.nh.gov/instruction/integrated/504.htm>

#### **IV. Application Procedures and Deadline**

- a. An electronic (email) submission of the entire application in one document as a PDF must be received by 1:00 p.m. on March 7, 2019. If your PDF is too large for a single email, you may divide the RFP into as many sections as needed to email. Be sure the documents are clearly named, for example, school or organization name, town name, and sec 1 of 3. Email your documents to Tamara Feener at [Tamara.Feener@doe.nh.gov](mailto:Tamara.Feener@doe.nh.gov).

**Questions may be e-mailed to:**

Kathleen Vestal at [Kathleen.Vestal@doe.nh.gov](mailto:Kathleen.Vestal@doe.nh.gov)  
Penny Poirier at [Penny.Poirier@doe.nh.gov](mailto:Penny.Poirier@doe.nh.gov)

**All questions must be submitted to Penny Poirier at [Penny.Poirier@doe.nh.gov](mailto:Penny.Poirier@doe.nh.gov) by February 13, 2019 by 4:00pm in order to be included in the updated FAQ sheet available on the NH Department of Education website.**

- b. In order to be considered, the proposal must include the following completed grant sections:

- Application Checklist
- Signed Grant Application Cover Page
- Application Abstract (not to exceed one page)
- Table of Contents (not to exceed one page)
- Application Narrative (not to exceed 25 pages)
  - Planning Process
  - Need for Project
  - Program Design
  - Adequacy of Resources
  - Program Management Plan
  - Project Evaluation
  - Budget Narrative
  - Partnerships, Advisory Boards, and Sustainability
- Attachments must be referenced in the narrative and clearly labeled.
- Signed 21st Century Community Learning Center Program Assurances
- Budget Spreadsheet
- Schedule of Operations
- Goals, Outcomes and Evaluation
- Memorandums of Understanding between Youth-Serving Organizations, Local Education Agencies, and/or State Agencies
- One Year Timeline – Five Year Sustainability Plan
- School Board Policy for High School Extended Learning Opportunities, if applicable
- Budgets for partner contracts exceeding \$5,000, if applicable
- Job Descriptions and Credentials for Key Staff
- Letter of Support from Principal(s)
- Wallace Foundation Out-of-School Time Calculator (school year and summer programming)
- Advisory Board Members Roles and Responsibilities
- Organizational Chart
- Documentation of Private School Communication, if applicable

- Summary of Evaluation Studies for Current Program, if applicable

**Note:** Up to an additional ten (10) single-sided pages of supporting documents referenced and clearly labeled may be included, if necessary.

## **V. Priorities**

There are Absolute and Competitive Priorities for this grant. Absolute Priorities are those priorities that must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. Competitive Priorities are optional, and, if addressed may earn additional points as described in detail below.

### **a. Absolute Priority**

All applicants must:

1. Primarily serve students and families or students who attend Title I School-wide programs or schools serving a high percentage (at least 30%) of students from low income families (qualify for free or reduced-cost meals); and,
2. Include partnership or eligible entities consisting of:
  - i. LEA and/or school(s); and,
  - ii. Community-based organization(s) or other public or private entity(ies).

“Primarily” means at least 51% of students to be served in the proposed program must attend eligible schools. Applications that do not meet the Absolute Priority will **NOT** be considered for funding.

### **b. Competitive Priority**

High school programs (10 points)

Applicants that serve high school programs meeting the absolute priority will receive ten (10) priority points.

## **VI. Award Amounts and Duration**

The anticipated federal appropriation is 2.5 million dollars available for awarding of competition grants under this RFA. The minimum grant award will be \$50,000 per year with the maximum grant award is \$135,000 per year per eligible school site. An average cost per center servicing at the minimum of 50 students (including family members) per day, and summer vacation, is \$135,000. Costs per center may be lower depending on the number of individuals served, the array of activities, and the availability of additional resources. Each applicant must complete the [Wallace Foundation Out-of-School Time Cost Calculator](#) with information tailored to the organization’s proposed program and will attach printouts of the results; two printouts (1) school year and (2) summer programming. The Wallace Foundation Out-of-School Time Cost Calculator will be used as a comparison tool for the NH Department of Education to align with the requested budget.

Pending federal funds, grants will be awarded for five years. Continuation awards are contingent upon availability of federal funds and are based on the program’s ability to demonstrate compliance with state and federal law, working towards fully implementing the approved program, meeting annual program objectives, and all reporting and monitoring requirements are successfully fulfilled.

Grants will be funded at 100 percent for the five years of funding. At no time may the grant awards amount to less than \$50,000 a year. The number of grants funded will ultimately depend on the

number of qualifying proposals received and the availability of funds. Number of sites funded will depend on the size of grant awards.

Applicants must maintain the same level of services throughout all the years of funding. This may be accomplished by supplementing the 21st CCLC grant funds with other resources including federal, state and local resources, including in-kind contributions.

Notes:

- Since 21st CCLC grants are made available on a reimbursement basis, applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21st CCLC program for approximately a two-month period.
- All federal funds are contingent upon annual budgetary Congressional approval. The requested total amount of funds is a request and may not reflect the final amount approved by the Commissioner of Education. The Commissioner of Education has final funding approval for competitive grants.

## **VII. Eligible Activities**

All eligible entities receiving a grant are required to provide an:

- a) academic assistance component,
- b) an enrichment component, and
- c) a family engagement component for the family members of participating students.

The 21st CCLC program should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program. Each eligible organization receiving an award may use the funds to carry out a broad array of services, programs, and activities (before and after school) that should include a wide range of teaching modalities (e.g., instruction, hands-on, free exploration) designed to reinforce and complement the regular academic program through providing activities that significantly or are likely to increase improvement of academic outcomes meeting the learning styles of all participating students. The program activities must be of high quality, evidence-based practices and designed to complement the student's regular (school) academic programs.

Eligible activities include:

1. Remedial education activities and academic enrichment learning programs, including providing additional assistance to all the students to improve their academic achievement;
2. English language arts, mathematics, and science education activities;
3. Arts and music education activities;
4. Entrepreneurial education programs;
5. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
6. Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
7. Recreational activities;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Programs that promote parental involvement and family literacy;
11. Programs that provide assistance for students who have been truant, suspended, or expelled to allow them to improve their academic achievement;

12. Drug and violence prevention programs, counseling programs, and character education programs; and
13. Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ('STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods. Emphasizing the importance of focusing on STEM topics in educational programs to help our students be prepared to meet the national need for STEM-education workforce. STEM activities should be included for all grade levels.

## **VIII. Review Process and Criteria**

The NH State Department of Education will select peer reviewers to review all complete, eligible applications received by the due date of March 7, 2019. Each applicant will be rated according to the criteria provided within the Application/Scoring Review Rating Form.

All applications will receive an initial eligibility review by NHDOE staff to ensure the application was received on time, and contains all required guidelines, sections, and signatures. If an application does not meet these basic requirements, the application will be removed from consideration. All applications will then be read, reviewed, and scored by independent readers with extensive experience in such areas as 21st Century Community Learning Centers, out-of-school time programs, education, school effectiveness, and community based learning. Each question can receive points up to the maximum indicated.

## **IX. Narrative Guidelines and Requirements**

Narratives must not exceed 25 single-sided pages, double-spaced in 12-point font. Pages should be numbered and appendices should be separated with clearly labeled pages and referenced within the text.

### **a. Planning Process: 10 points**

Provide a brief summary of the planning process used to submit this application. Describe how the community was provided with notice of intent to submit an application. Describe the collaboration with LEA and community based partners. Non-LEA applicants must provide evidence of collaboration with the school district in which the program will take place in order to have appropriate access to required reporting data.

Consultation with representatives of private school students.

Describe how private schools were consulted while developing the program design. An applicant for a sub-grant shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of:

- (1) Which students will receive benefits under the project;
- (2) How the student's needs will be identified;
- (3) What benefits will be provided;
- (4) How the benefits will be provided; and
- (5) How the project will be evaluated.

The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. Attach a detailed response to each of the above areas for each of the interested private schools. Include documentation of all communication (a form letter announcing a meeting is not sufficient). If there are no private schools in your school district, please state this.

**b. Need for Project: 15 points**

In this section, provide a description of your community explaining why the proposed project is appropriate, supported by a needs assessment for the 21st CCLC program in the community. Use specific and relevant data regarding the students to be served by the program and the needs of the community. Always cite sources of data and compare local data to county and/or state figures when possible.

21st CCLC programs must be developed and designed using the Principles of Effectiveness. One of the principles of effectiveness states the program must include an assessment of objective data regarding the need for community learning centers and activities in the schools and communities. The needs assessment should have direct input from all stakeholders in the proposed program. Provide an evaluation of the community needs and available resources for the program including the needs of the students and their families. The applicant must describe any local “need survey(s)” proving needs or illustrates community support articulated by collaborating school(s), community, parents and students to overcome the need. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the target audience of each focus group, how members were selected, how many members attended, dates, questions asked, documented results and conclusions. *Current Grantees report on the results of objective data that assesses the current participants in the program, the need to increase programming opportunities, and any barriers for families with the usage of 21<sup>st</sup> CCLC program.*

Cite the factors that place students at risk of educational failure, e.g., poverty rates in the communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community.

Describe how the proposed program will address the needs of students and their families (including the needs of working families). The applicant must clearly state the specific needs of the students and families to be served and will later address these risk factors in the program design and evaluation sections.

Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. 21st CCLC funds cannot take the place of secured funding. If an applicant currently operates a community learning center (including before and/or after school or summer time program), it should be noted in this section. A description of how the 21st CCLC grant will expand the program and/or the reasoning as to why 21st CCLC funds are necessary.

If applying for unusual costs, include a clear justification of the need for those costs.

### **c. Program Design: 25 points**

The program design of the narrative is the core of the application. The reviewers should be able to picture what will happen every day and throughout the year in the program. It must include sufficient detail to convince the reviewers the plan is realistic and achievable, and it must provide an overall vision of the proposed 21st CCLC program. The services to be provided should be closely tied to the needs identified in the Needs for Project section. If programs/services will vary significantly from site to site, describe for each.

Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation; have a minimum of 15 hours per week at five days per week during the school year and four weeks of summer programming (beginning 2<sup>nd</sup> year of grant cycle); at a minimum during the school year, a block for academic assistance staffed by at least one certified teacher and/or Para-professional; and a block of enrichment choices youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.

21st CCLC programs are not drop-in programs. Students must be recruited and provide continuous services designed to encourage full participation in all the daily activities and long term engagement in the program. Attendance records must be recorded for each student served. Regularly participating students are those students participating in the 21st CCLC program for 30 days or more. Funded programs will be required to report data for all regularly participating students.

- Coordination with federal, state and local programs and initiatives to make the most effective use of public resources.
  - Describe how the program aligns and links to the school day for academic assistance and enrichment programs (e.g., shared staff, space, training, policies).
  - Indicate how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, Local Education Agency (LEA) comprehensive needs assessments, and school wide Title I or other state/federal plans.
  - Describe how the program will accommodate students and families whom English is a second language.
  - Describe how the program will accommodate students with Individualized Education Programs (IEPs), including how the program ensures the specific requirements of each student's IEP are implemented in the program.
  - For applications including high school, describe activities, strategies, and coordination for credit bearing expanded learning opportunities.
- Program(s) details including the frequency and duration (after school, before school, summer, weekend, and/or evening) that will be offered.
  - Describe a day in the program, including how activities begin, and activities in which student participate. Provide a brief narration.
  - Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed. Note: specific to community learning center needs. Programs should use the school plan as a guide to implement a tailored plan for 21st CCLC program.

- Complete a “Schedule of Operations” form found in Appendix E for each proposed site. If the schedule is the same for each site, you may use one form to include all sites.
- Number of students that will be served and their ages or grade levels by sites.
  - Describe how the target group will be identified.
  - Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population’s needs as described in Need for Project and with the intended outcomes.
  - Describe plans to monitor attendance likely to result in clear communication with parents/guardians and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and the procedure for notifying parents when students are absent from program.

**Current Grantees only** - use the format below to include the numbers of youth and families that were served for each year of the original five-year grant. Explain fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment.

2015 Award Amount: \$_____	2015 RFP Target	Year 1 2014- 2015	Year 2 2015- 2016	Year 3 2016- 2017	Year 4 2017- 2018	Year 5 2018- 2019
Youth Per Day/Measured by Average Daily Attendance						
Youth Served Per Year						
Regular Attendees						

- Describe the specific program activities in your proposal; how they link to the needs identified in the Need for Project and how they contribute to academic achievement and youth development.
  - Explain how the program will tailor the activities to address the specific needs of participants, and specific activities for each grade level.
  - Include how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills.
  - Reference any scientifically-based research and best practices.
  - For applications that include high school, review and apply the NH’s High School Extended Learning Opportunities (ELOs) guidelines to describe a program menu that includes credit bearing ELOs and non-credit programming.
- Describe how youth voice will be included in the ongoing development of the project.
  - Include strategies that will be made to ensure programming is student-centered and every participant has opportunities for high level of engagement.
  - Include these activities in the one-year timeline in the Program Management Plan, Section e.
- Describe how families will be engaged to support the students being served to include ongoing regular communication and opportunities for literacy and related educational

activities. Family engagement should be collaborate, interactive, and embedded throughout the program.

- Describe how the program will create a welcoming environment for families. The program environment should reflect respect for families and community connections for families. In addition, program policies and procedures should be responsive to the needs of students and their families.
- Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management Plan, Section e.
- Describe proposed methods of communication with families and how parent input will be solicited and included in the ongoing development of the project. Also, include these activities in the one-year timeline in Section e. If needed, how will staff communicate with families with limited English skills?
- Describe the fees being charged, if any. If fees are being charged, you must include details regarding the **clearly defined sliding scale fee**. Fees are considered program income.  
Note: Fees cannot hinder any student from attending the 21st CCLC program, Section g.

#### **d. Adequacy of Resources: 20 points**

The applicant will describe plans for staffing including who will develop and implement the academic and enrichment programs to ensure the standards are met, who will manage the program, and clearly **define the fiscal agent and the role of the fiscal agent**. The applicant will describe professional development and training offered to staff.

All programs must have a designated program director. Successful projects must employ their program director full-time. For every six sites, budget for a full-time program director and assistant director, or describe the staffing pattern supporting the additional sites. Additionally, site-based coordination within multi-site projects is required. All 21st CCLC programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data.

- Describe the staffing for proposed programs and services, including the student-to-staff ratios. It is recommended that Academic Assistance has at least one certified teacher and ratios of 1:4-8, Enrichment Programs 1:6-12, and Recreation 1:18. Ratios should be designed to meet the needs of the students targeted by the program and should be appropriate to support the efforts to improve their academic achievement and personal growth goals. If your application includes high school, state who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.
- Describe how staff will be selected, trained and supervised.
- Include job descriptions and credentials of key staff in an appendix to your proposal. Academic Assistance activities must be offered by a certified teacher or Para-professional.
- If volunteers are used, describe how the organization will encourage and use appropriately qualified persons. If applicable, describe how qualified senior citizen volunteers will be used to support proposed activities. Describe the structure, qualifications and attributes that will be required.
- Before starting to work in the 21st CCLC program, all staff working with students must have relevant clearances as required under federal and state statute. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with students. For multi-site projects, include the plan for site-based coordination/leadership.

- 21st CCLC sites shall maintain at least one staff member on site at all times with CPR and first aid certification.
- It is recommended that all 21<sup>st</sup> CCLC staff have CPR and first aid certification.
- Include specific organizational leadership support the organization and partnerships will bring to assure project success. Describe expectations that will be set by leadership with regards to lesson planning, course development, pedagogy and integration.

Each 21st CCLC program must have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities.

- Describe the types of professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation.
- Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.
- All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application. Consider these topics: orientation, fostering positive behavior, positive interactions with families, regularly scheduled staff meetings for program development, linking to the school day, and how to help with academic success (curriculum/content), service learning, character education, training enrichment leaders, linking to Common Core State Standards, project-based learning and participation in the afterschool credentialing system.
- Plan for staff to attend meetings, technical assistance and trainings provided by the NH Department of Education.
- Professional development plans may include attendance at other conferences and training clearly linked to the 21st CCLC program. Each program must plan to attend at least one national conference throughout the grant.

#### **e. Program Management Plan: 15 points**

Charts and timetables are particularly helpful in describing the structure of your project and the procedures for managing it successfully.

- Location of 21st CCLC programs, are typically carried out at school sites. However, programs may be located at facilities other than a school if:
  - The site is at least available and accessible as it would be at the school site, and
  - The LEA, school district, and/or school(s) are in agreement on the alternate site;
  - The facility must have sufficient resources to provide all proposed activities, such as a, computer lab, library, eating area, safe recreational area and study areas;
  - A clearly defined plan of communication between the alternate site and the school is in place; and
  - All programs must have a clear strategy for safe transportation between the school and the alternative site, and their home (funding for transportation is an allowable grant expense). Discuss how you will ensure students travel safely to and from your program activities and get home from school-based and/or off-site programs. If school busses are not used, then explain the mode of transportation.
- Include a one-year timeline for program implementation and continued planning in the appendix. Include: youth voice, parent input, family literacy, professional development, and evaluation activities from corresponding sections.

- Include an organizational chart in the appendix. Explain the relationships between partnering organizations in your chart.
- Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For applications that include high school, please attach the School Board policy for ELO. If an ELO policy has not yet been adopted, please provide a description of the timeline and process for implementation.
- Describe the plan to disseminate information about your program (including its location) to the community in an ongoing manner that is understandable and accessible. If materials need to be translated, describe how this will be accomplished.

#### **f. Project Evaluation: 15 points**

Submit an evaluation plan linked to need, program goals and activities shaping the development of the project from the beginning of the grant period. Identify the areas of primary focus for your local evaluation and describe the measurements the program will use to determine success including clearly defined program goals, numeric objectives, and specific outcomes. In this section, applicants will explain how they will meet the requirement that meet the Principles of Effectiveness of the program. Describe the evaluation design, indicating:

- What types of data will be collected;
- When various types of data will be collected;
- What methods will be used;
- What instruments will be developed and when (such as student and parent surveys);
- How the data will be analyzed;
- When reports of or results and outcomes will become available; and
- How information will be used by the program to monitor progress to provide accountability information to stakeholders about success at the program sites.
- Complete the Goals, Outcomes and Evaluation Template in Appendix F to include a list of what types of data will be collected and when. Identify who will be responsible for data compilation and analysis.
- Describe how the project will use best practices, including research or evidence-based practices, to provide educational and related activities complementing and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development.
- Describe how the evaluation information will be used to provide feedback to project staff and stakeholders, and to inform future project direction. Connect this process to the data identified in the Goals, Outcomes and Evaluation template.
- Describe the system being developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) regulations.
- Use the Goals, Outcomes and Evaluation Template in Appendix F to identify three goals with supporting program elements and measurable short and long term outcomes addressing the needs of the target population identified in your needs section. One of your goals must be to raise academic achievement for youth. Include strategies made to ensure programming is student-centered and every participant has a high level of engagement. Attach one completed template per goal. (Additional guidance may be found in Appendix F).
- If available, include a summary of any evaluation studies, reports or research from your program or partners documenting evidence of previous success, promise of success and

effectiveness of the proposed activities/services. *Current Grantees: Include a summary of evaluation studies, reports or research from your program. Attach the documentation. Describe how this information was used to inform program development.*

**g. Budget/Budget Narrative: 15 points**

Successful applicants will make sure their budget will adequately cover program expenses including transportation. The requested amount should be appropriate and reasonable for the size and scope of the project. Grant funds cannot be used to purchase facilities, support new construction, or fund endowments.

Funds allocated under this program may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for afterschool programs. The applicant must include strategies to access resources that will support, strengthen, institutionalize and/or sustain the 21st CCLC over the grant period and beyond.

- Attach a detailed budget spreadsheet (a template is provided in Appendix D) itemizing how the grant funds will be used including cost per participant. Document funds from other sources, including other revenues (including program income) and in-kind donations, if applicable. Please include the following:
  - Administrators, Program Staff and Consultants.
  - Name each position and provide the formula for rate of pay and the duration of services.
  - FICA, Retirement, and Workers' Compensation
  - Benefits
  - Subcontracts:
    - Reflect your Memorandum of Understanding (MOU) accurately.
    - **Required:** Provide a separate budget spreadsheet for each partner contract exceeding \$5,000.
    - Follow organization/school procurement policies.
  - Professional Development:
    - Include training throughout the year referencing your professional development plan.
    - Include mileage for quarterly meetings and other technical assistance opportunities throughout the year.
    - **Required:** Include expenses for the program director to attend two to three NHDOE professional development/technical workshops (\$1,500). Also, include costs for the program director to attend an afterschool national annual conference recommended once in the five year grant cycle. (minimum \$3,500 yearly).
  - Supplies
  - Evaluation:
    - **Required:** Include \$500 per site for a web-based data collection system as defined by the State (Cost per site may vary in subsequent years).
  - Transportation:
    - State daily transportation mileage x cost per mile x number of days. Include field trip mileage.
  - Equipment - Under \$5,000 per item and non-construction.
  - Indirect Cost:

- As per your New Hampshire Department of Education contracted amount. Lead CBOs may inquire on how to assess this.
- Provide a detailed budget narrative describing for each budget spreadsheet included. Describe the purpose of each expenditure and include formulas.
- Provide evidence there is a commitment of adequate resources for all participants that includes a variety of needs.
- Provide evidence there is a commitment of adequate resources for transportation.
- Applicants may establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants choosing to establish a fee structure must provide a narrative explaining the fee structure, its administration, and management.
- Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Juvenile Justice Funds, Title I, Incentive Funds, etc.).

#### **h. Partnerships, Advisory Board and Sustainability: 20 points**

21<sup>st</sup> CCLC programs should be designed to meet the needs of the students and their families by engaging the community through partnerships and involvement in the programs Advisory Board. Community partners provide knowledge and resources to the 21<sup>st</sup> CCLC program supporting students both academically and socially. In this section, you should describe partnerships, support from the community, and the development of your Advisory Board aligning to your sustainability planning.

- Each 21st CCLC program must develop an advisory board. An advisory board must be in place or established to provide input and guidance to the program. The advisory board members should be involved with establishing a common vision, understanding the data collected, identify needs of students and families, and connecting the needs to resources.
  - The advisory board should include parents, teachers, business community, and a variety of disciplinary and professional fields, school administrators, and students.
    - Attach a list of advisory members, their roles and frequency of meetings.
  - Describe the roles and responsibilities of the advisory board.
    - Duties of the committee include establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change.
  - Meetings must occur a minimum of three times per year (beginning, middle, end of programming year).
- Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population.
  - For each established partnership include a detailed description of each of the partnering agencies involved in the delivery of proposed programs and services and their relationship with the students and families being targeted. What will each agency bring to the table? This can include space, people, programs and services, funding, materials, transportation, time, and expertise.
  - Clearly indicate the role and capacity of each partnering organization.
  - Attach a letter of support from the principal(s).
  - Utilizing the Memorandum of Understanding (MOU) form included with this application as a starting point, develop and submit a signed MOU defining the service and program implementation agreements between the key partners.

- The MOU should describe the nature and details of the partnerships between the LEA(s), community-based organization(s), and other public or private organization(s) or partners with evidence that key stakeholders were involved in designing the proposed programs and will assist in their implementation.
  - Include a signed MOU for each site, signed by the principal of the school being served and/or the grantee administrator. An MOU template is included in Appendix G.
- NHDOE requires applicants address the issue of sustainability. The applicant should explain the role of the advisory group in securing resources to support the continuation of the program. Working with your advisory group and partners in planning for sustainability you may include the following; (1) partnership grants, (2) in-kind donations, (3) leveraging resources (Title I, etc.), and (4) special events to raise awareness and funds. The applicant must have a preliminary plan for how the 21st CCLC program will continue after funding ends.
  - This plan should include fees (if they are being collected), partnerships, operating funds, etc.
  - Describe what strategies will be put in place to ensure the same level of services is provided throughout the grant cycle.
  - Describe what strategies are in place to develop continued support after the funding ends.
  - Document progress from each year in an annual report of progress with Sustainability.

*Current grantees discuss what steps for sustainability have been initiated; show documentation (reflected in budget) of support and funding. This can include other grants (state what grants were written and if funded), in-kind support, school district funding (Title I, etc.), 21<sup>st</sup> CCLC champions/supporters, special events, fees, and any other resources to support the program.*

## **X. Reports and Professional Development Participation Requirements**

Each year, grantees are required to submit performance reports that describe project activities, accomplishments, and outcomes. The purpose of these reports are to: (1) demonstrate that substantial progress has been made toward meeting project objectives as outlined in the grant application, and (2) collect data that addresses the performance indicators for the program. More details about performance reports and data collection will be provided at the first technical assistance workshop.

The Program will:

- Take place in a safe and easily accessible facility.
- Submit timely performance reports that describe project activities, accomplishments, and outcomes.
- Keep accurate and timely records on a state approved web-based data collection system.
- Participate in two Site Observation Visits by the NHDOE staff during the course of the five-year grant.
- Participate in evaluation studies conducted by the New Hampshire State Department of Education.
- Participate in a formal continuous improvement process during the course of the grant award (CIPAS).

- Send the Program Director or representative(s) to two to three Professional Development/Technical Assistance Workshops and Grantee Meetings.
- Attend one national conference during the five-year grant cycle.
- Complete all required paperwork as determined by the New Hampshire State Department of Education.

Once approved as a finalist for funding, an applicant must commit to the following program assurances. (See Appendix C).

## **XI. Management of the Program**

Based on the Education Department Grants Administrative Regulations (EDGAR), the grantee assumes management responsibility for the 21st CCLC grant. The grantee also assumes direct responsibility for the selection of sub-grantees or vendors and will be directly responsible for monitoring the expenditure and payment of funds.

## **XII. Grant Award Decisions and Disposition of Proposals**

Any information submitted as part of a bid in response to this request for application (RFA) (or request for bid (RFB) or request for information (RFI) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFA (RFI, or RFB) will be made accessible to the public online via the website Transparent NH (<http://www.nh.gov/transparentnh/>). Accordingly, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to a request for application, bid or information should be kept confidential as financial or proprietary information, you must specifically identify that information in a letter to the agency.

The Department reserves the right to award in part; reject any and all proposals in whole or in part; and to waive technical defects, irregularities or omissions if, in the Department's judgment, the best interest of the State would be served. After receiving the grant application, the Department reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

All awards are subject to availability of federal funds. Grants are not final until the official award letter is executed.

A bidder/vendor questioning the agency's identification of the selected vendor may request that the state agency review its selection process. The request shall be in writing and be submitted to the respective agency within five business days of the posting of the bid results, rank or score.

The issuing agency has five business days to review the request for review and issue a written response either affirming its initial selection of a vendor or cancelling the RFA. No hearing shall be held as part of the review. The outcome of the agency's review is not subject to appeal.

The head of the agency may waive the requirements listed above in the event of an emergency or to prevent a loss of funds subject to recapture. State agencies are required to adopt rules subject to RSA 541-A relative to circumstances constituting an emergency or loss of funding.

Applicants will be notified in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Instructional Support will initiate a grant award. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. If a CBO or FBO applies as the lead fiscal agent and is recommended for funding, additional information (listed below) will be requested for submission to Governor and Council for final approval. CBO and FBO awards are pending this approval.

**Governor and Council Items:**

1. Budget
2. Mission statement of the organization
3. List of Board of Directors
4. List of key personnel
5. Resumes of key personnel
6. Recent financial statement
7. Certificate of Insurance
8. Certificate of Good Standing
9. Certificate of Authority/Vote

All proposals submitted will be retained by the New Hampshire State Department of Education and will become part of the public domain.

**XIII. 2019 Timeline of Activities**

Date	Task
<b>January 28, 2019</b>	2019-2020 RFA Posted on NH Department of Education Website accompanied by a power point presentation.
<b>February 13, 2019</b> <b>February 14, 2019</b>	Frequently asked questions submitted. Frequently asked questions posted on website.
<b>March 7, 2019</b>	Application Deadline by 1:00pm
<b>March/April, 2019</b>	Peer Review of Applications
<b>May 1, 2019</b>	21st CCLC Grant Award Notification
<b>July 1, 2019</b>	Awards Commence

**XIV. Definitions**

**Advisory Boards**

A group of stakeholders; including program directors, teachers (those involved in program and those who teach at schools), school administration, partner representatives, funders, parents, and students that provide support and feedback by monitoring progress toward meeting program goals, supporting continuous improvement, and sustainability.

**Co-applicant** is an entity providing a significant level of support during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant related services. Although the support may come in monetary form, in order to be considered a co-applicant, the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant. If also a subcontractor, the co-applicant should be clearly contributing a greater amount to the grant than it may receive from grant funds.

**Community learning centers** are safe learning environments for students offered during non-school hours (before and after school, summer breaks and other periods when school is not in session).

**Every Student Succeeds Act (ESSA)** The Every Student Succeeds Act (ESSA) is a US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), and modified but did not eliminate provisions relating to the periodic standardized tests given to students.

**Evidence-based research (EBR)** is "the use of prior research in a systematic and transparent way to inform a new study so that it is answering questions that matter in a valid, efficient and accessible manner". According to EBR, any new study should be informed by systematically examining existing evidence to determine the study's need, design, and methods. In addition, results of a study should be placed in context by incorporating them in a systematic review of similar earlier studies.

**Extended Learning Opportunities (ELOs)**

<http://www.education.nh.gov/innovations/elo/index.htm>.

**Family Educational Rights and Privacy Act (FERPA)**

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Family Literacy** is defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that lead to economic self-sufficiency.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

--Elementary and Secondary Education Act, 9 USC §9101 (20)

**Goals** are broad, measurable statements representing the long-term impact of the program (increase academic achievement among participating youth).

**Long-term outcomes** are measures of goal attainment and are usually assessed after one year. They include outcomes observable in school, home, and community as well as in the program.

**Para-Professional:** "Paraprofessionals who provide instructional support," includes those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory,

(4) conduct parental involvement activities, (5) provide instructional support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a highly qualified teacher. [Title I, Section 1119(g)(2)] Paraprofessionals must have a secondary school diploma or its recognized equivalent. Additional, paraprofessionals must have (1) completed two years of study at an institution of higher education; or obtained an associate's (or higher) degree; or met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness).

**Partner** is a non-applicant/co-applicant entity providing varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization's mission. Both the co-applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

**Performance measures** assess a program's progress on the implementation of strategies and activities. Performance measures should, in part, be selected because they will *yield useful information for program improvement* as well as to fulfill accountability requirements. A litmus test for a good evaluation, and consequently the list of performance measures selected, is to ask the question, "Will the information collected be useful to the program and its stakeholders?" The answer should be a resounding "yes."

There are generally two types of performance measures:

- **Measures of effort** – Also commonly known as outputs, these are measures of the products and services generated by program strategies and activities. Ask yourself: What does my program generate (e.g., publications, training materials), what levels of activity do we produce (e.g., the number of children served or products developed), and what will measure the quality of our services (e.g., parent and child satisfaction rates)? Measures of effort assess how much you did, but do little in terms of explaining how well you did it or how well your program ultimately worked for the target population with whom you are working. These are the easiest of all the evaluation measures to identify and track (e.g., number of children served in the afterschool program and participant demographics, number of classes/sessions/trainings held, etc.).
- **Measures of effect** – These are changes in knowledge, skills, attitudes, or behaviors in your target population. Ask yourself: How will I know that the children or families I work with in my afterschool program are better off? What changes do I expect to result from the strategies and activities my program provides? Remember that measures of effect reflect changes that your program acting alone expects to produce (e.g., increased social competence, higher self-esteem and confidence, improved study habits).

### **Principles of Effectiveness**

For a program or activity developed pursuant to meet the principles of effectiveness, such program or activity shall-

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic standards.

**Program elements** are the strategies and activities supporting attainment of outcomes reflecting progress toward the goal.

### **Program Income**

**§200.80** of the Uniform Guidance

**Program income** means gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance.

Program income includes but is not limited to income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds.

**§200.307** of the Uniform Guidance

(e)(1) *Deduction*. Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.

### **Protection of Pupil Rights Amendment (PPRA)**

<https://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

**Regular Attendees** are youth who participate in programming for 30 or more days in a single program year.

**Short-term outcomes** are performance benchmarks for indicators that support progress towards your goal. They are typically associated with strategies or methodology being employed to achieve your intended outcome and are usually attainable/observable within a year (i.e., homework completion rates of participating youth will increase by 15 percent; 85 percent of regular participants will have less than five (5) school day absences during the program year).

### **Smart Objectives (SMART)**

The establishment of an objective should be created through a roadmap focused on the development of Specific, Measurable, Achievable, Relevant, and Time Bound. *Specific* answers the questions “what is to be done?” “how will you know it is done?” and describes the results (end product of the work to be done. *Measurable* answers the question “how will you know it meets expectations?” and defines the objectives using assessable terms (quantity, quality, frequency, costs, deadlines, etc.). *Achievable* answers the questions “can the person do it?” Can it be done giving the time

frame, opportunity and resources?” *Relevant* answer the questions, “should it be done?”, “why?” and “what will be the impact?” *Time-oriented* answers the question, “when will it be done?”

**Subcontractor** is an entity providing varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution.

### **Sustainability Plan**

Establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of programs and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low income students.

**Technical Assistance Workshops** are training opportunities that provide information, advice, or targeted assistance pertaining to particular need areas.

### **Wallace Out of School Time Calculator**

This online calculator works like a student loan or mortgage calculator. It lets you determine the costs of a variety of options for high-quality afterschool programs and the summer portions of year-round programs. The calculator’s cost estimates, which come from the most detailed study to date on the costs of high-quality programs, were updated in 2015 to reflect both the change in the general cost of living nationally and changes in the relative cost of living across cities.

**Youth Voice** is the active engagement, representation, and participation of youth in the decision making process.

# **APPENDICES**

## **APPENDIX A: Application Checklist:**

To be submitted with application.

Applicant Name: \_\_\_\_\_

The following sections must be attached to this checklist to be deemed a “Completed Application Package:”

(Please check each box as you attach the required document.)

- ☐ Application Checklist (Appendix A)
- ☐ Grant Application Cover Page (Appendix B)
- ☐ Table of Contents
- ☐ Application Abstract

### **Narrative Includes:**

- ☐ a. Planning Process
- ☐ b. Need for Project
- ☐ c. Program Design
- ☐ d. Adequacy of Resources
- ☐ e. Program Management Plan
- ☐ f. Project Evaluation
- ☐ g. Budget Narrative
- ☐ h. Partnerships, Advisory Board, Sustainability

### **Attachments Include:**

- ☐ 21<sup>st</sup> CCLC Program Assurances (Appendix C)
- ☐ Budget Spreadsheet (Appendix D)
- ☐ Schedule of Operations (Appendix E)
- ☐ Goals, Outcomes and Evaluation (Appendix F)
- ☐ Memorandums of Understanding (Appendix G)
- ☐ One Year Timeline
- ☐ School Board Policy for High School Extended Learning Opportunities, if applicable
- ☐ Budgets for partner contracts exceeding \$5,000, if applicable
- ☐ Job Descriptions and Credentials for Key Staff
- ☐ Letter of Support from Principal(s)
- ☐ Wallace Foundation Out-of-School Time Calculator (school year & summer programming)
- ☐ Advisory Board Members Roles and Responsibilities
- ☐ Organizational Chart
- ☐ Documentation of Private School Communication, if applicable
- ☐ Evaluation Studies of Current Program, if applicable

## APPENDIX B: Grant Application Cover Page

### NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER GRANT

Please indicate whether you are (check all that apply):

New Applicant ☐      Current Grantee (Reapplying) ☐      Current Grantee Adding Site(s) ☐

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year		
<b>Total:</b>						

District Co-Applicant (required): \_\_\_\_\_

Community/Faith Based Co-Applicant(s) (required): \_\_\_\_\_

Fiscal Agent: \_\_\_\_\_ DUNS #: \_\_\_\_\_

Grant Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

Town, State & Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Superintendent's Email Address: \_\_\_\_\_

*The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. **The following signatures are required.***

Superintendent's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Name (typed): \_\_\_\_\_

Principal(s) Signature(s): \_\_\_\_\_ Date \_\_\_\_\_

Name (typed): \_\_\_\_\_

CBO's, FBO's Signature(s): \_\_\_\_\_ Date \_\_\_\_\_

Name (typed): \_\_\_\_\_

## APPENDIX C: Program Assurances

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

### 21<sup>st</sup> Century Community Learning Center Assurances

School District Served: \_\_\_\_\_

Fiscal Agent DUNS #: \_\_\_\_\_

1. The program was developed, and will be carried out, in active collaboration between the identified community partner(s) and the schools the students attend, including private schools.  
4203 (a) (4)
2. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local, or non-Federal funds. 4203 (a) (2)
3. The Program will:
  - Take place in a safe and easily accessible facility. 4203 (a) (2)
  - Submit timely performance reports that describe project activities, accomplishments, and outcomes. 4203 (a) (2)
  - Keep accurate and timely records on a state approved web-based data collection system. 4203 (a) (2)
  - Participate in evaluation studies conducted by the New Hampshire State Department of Education. 4203 (a) (2)
  - Send a representative(s) to all Technical Assistance Workshops and Grantee Meetings. 4203 (a) (2) & 4203 (a) (4)
  - Send a representative team, always including the program director, to all state conference as scheduled by the New Hampshire State Department of Education. 4203 (a) (2)

\_\_\_\_\_  
Printed Name & Title of Authorized Personnel (Superintendent or CBO, FBO Director)

\_\_\_\_\_  
Signature of Authorized Personnel (Superintendent or CBO, FBO Director)

## APPENDIX D: 2019-2020 Proposed Budget Template

2019-2020 21st CCLC Proposed Budget							
Grantee Name							
Grant Period							
If re-applicant, indicate original award:							
Cost			Funding Sources				
Expense	Description	Total Cost	Program Income Fees (1)	Other Revenue Sources (2)	In-Kind Contributions (3)	Proposed 21CCLC	Total Funding
<i>Staff Salaries</i>							0
Program Director							0
Assistant Director							0
Site Coordinator(s)							0
Other(s)							0
							0
<i>Payroll Taxes &amp; Benefits</i>							0
FICA							0
Retirement							0
Workers Comp							0
Other Benefits							0
<i>Subcontracts</i>							0
Contracts							
<i>Professional Development</i>							0
Required Conferences							0
Other Development							0
							0
<i>Supplies</i>							0
Snacks							0
Supplies							0
							0
<i>Evaluation</i>							0
State Web-Based Collection							0
other evaluation(s)							0
							0
							0
<i>Transportation</i>							0
Transportation							0
other							0
<i>Equipment</i>							0

							0
							0
Enrichment Programs							0
							0
							0
							0
Indirect Cost							0
							0
							0
Other Expenses							0
							0
							0
							0
							0
							0
							0
Total		0				Total	0
Total# Youth per Day		#DIV/0!					
Total# Youth per Year		#DIV/0!					

Additional Questions		
Grantee Name		
1. Define Program Income Fees		
	\$ amount	Detailed Description
*		
**		
***		
2. Define Other Revenue Sources		
	\$ amount	Detailed Description
*		
**		
***		

3. Define In-Kind Contributions		
	\$ amount	Detailed Description
*		
**		
***		

**APPENDIX E: Schedule of Operations**

**SCHOOL(S) SERVED:** \_\_\_\_\_

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites. *Guidelines: a minimum of 15 hours per week at five days per week during the school year and four weeks of full day summer programming. At a minimum during the school year, an academic assistance block staffed by at least one certified teacher and a variety of daily enrichment choices that youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.*

**SCHOOL YEAR:**

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**SUMMER:**

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

## APPENDIX F: Measurable Goals, Outcomes and Evaluation Template and Guidance

Element:		Consider:
<b>Goal:</b>		<ul style="list-style-type: none"> <li>* What is the program trying to accomplish?</li> </ul>
<b>Contextual Factors</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Program Elements</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>* Contextual Factors – What family or community factors might be affecting the attainment of this goal? Are there attitudes or beliefs held by youth or their peers that are influencing the attainment of this goal?</li> <li>* Program Elements - What are the strategies and activities used to achieve this goal? e.g., program processes and content.</li> </ul>
<b>Short Term Outcome(s):</b>		<ul style="list-style-type: none"> <li>* What positive results can be expected within one year?</li> <li>* Consider performance measures related to effort and/or effect.</li> </ul>
<b>Long Term Outcome(s):</b>		<ul style="list-style-type: none"> <li>* What positive results can be expected after one year?</li> <li>* Consider performance measures related to effort and/or effect.</li> </ul>
<b>Data Source(s), When Collected, &amp; By Whom:</b>		<ul style="list-style-type: none"> <li>* What data is readily accessible and can be used to demonstrate progress towards identified outcomes?</li> <li>* Who will be responsible for collecting and analyzing data and how often?</li> </ul>

## APPENDIX G: Sample Memorandum of Understanding

Directions: A Memorandum of Understanding (MOU) can help set expectations for your community partners and your program. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time and/or resources of each entity. Complete an MOU for each partnering organization.

\_\_\_\_\_ (agency/organization) will partner with the  
\_\_\_\_\_ (names of schools) participating in the  
\_\_\_\_\_ (program name) and commits to do the following with:

**Areas to Consider (This list is not meant to be comprehensive nor are organizations meant to respond to them all; rather respond as appropriate to your partnership.)**

### 1. Personnel

Will staff time be devoted to this project?  
Who will pay for staff time?  
Number of hours per week?  
Description of what they will do during their time on the project.  
Who will train and supervise them?

### 2. Volunteers

Number of volunteers.  
How many hours per week?  
Who will train and supervise them?

### 3. Supplies

List supplies (as you know them).

### 4. Space

Will space be made available?  
Where, when, and how often?  
Will custodial services be included?

### 5. Transportation

Where and when will it be provided?  
What vehicles will be used to transport?

### 6. Programming

What will be offered?  
Where will it be offered?  
Will there be a fee?  
How will families be notified of the offered programs?  
Who will schedule, facilitate, and supervise the programs?

7. Funding

What funding will the partner receive from the grant? What funding will they contribute to the project?

Will the partnering CBO/School include you in future grants they are writing?

8. Advisory Board Representation

Who will serve on the board?

Will they commit to attend all meetings?

9. Other commitments such as:

Advertising

Community Relations

\_\_\_\_\_ (agency/organization) **will/will not** receive  
(circle one)  
funding for these activities in the amount of \$\_\_\_\_\_. (Contracts over \$5,000 need a separate budget breakout and narrative).

\_\_\_\_\_ (agency/organization) **will/will not**  
(circle one)  
provide funding for these activities in the amount of \$\_\_\_\_\_.

\_\_\_\_\_ (agency/organization) sees its role as assisting  
\_\_\_\_\_(program name) in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, \_\_\_\_\_ (program name) will be flexible in accommodating the concerns of \_\_\_\_\_ (agency/organization).

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Printed Name & Title of Agency/Organization Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Agency/Organization Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name & Title of Authorized Personnel (Principal)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Personnel (Principal)

\_\_\_\_\_  
Date